

School Best Practices for Inclusive Education (BPIE) Assessment

as required by section 1003.57, Florida Statutes (F.S.).

VIRGINIA SHUMAN YOUNG ELEM

District Name: Broward

MSID Number: 3321

Date Meeting Held: 6/3/2025

Initial Information

School Principal: CYNTHIA FELTON

School Type: Elementary

FIN Trained Meeting Leader/Title: Carin Davis, ESE Liaison

Team Members Name/Title:

Carin Davis, ESE Specialist

Yvonne Moniz, ESE Facilitator

Catherine Sanghera, Parent

Daphne Browne, Assistant Principal

Cynthia Felton, Principal

Erica Leonhardt, General Education Teacher

Jane Lowe, Magnet Coordinator

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.</p>	<p>Partially Almost</p>	<p>FAST data is reviewed/shared by leadership and SWD progress monitored via data chats. All staff is made aware of the progress made by lowest performing 30% on state/district testing and quarterly assessments. Data chats with SWD's with ESE and classroom teacher.</p>
<p>2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	<p>Fully</p>	<p>BPIE completion and monitoring; School Improvement Plan implementation, monitoring, and collaboration (promoted via school website); quarterly data review and conferencing; School Advisory Council include parents and teachers of SWD</p>

<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<p>ESE Specialist focuses on compliance; Guidance Counselor provides emotional support and SEL lessons; Leadership Team promotes best practices and focuses on student data analysis. BPIE monitoring is multi-disciplinary</p>
<p>4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.</p>	<p>Fully</p>	<p>continuum of services</p> <p>Comment: We are a magnet school, where are children are selected through a lottery process</p>
<p>5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.</p>	<p>Partially Almost</p>	<p>Majority of SWD spend 80% or more of their day in general education; students with disabilities attend general education classes per IEP team recommendations;</p>
<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.</p> <p>*schools with Pre-K programs only</p>	<p>No Pre-K</p>	

<p>7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.</p>	<p>Fully</p>	<p>Inclusion and best practices are discussed at faculty meetings, PLCs, and SAC meetings; administration encourages Support Facilitator to collaborate with general education teachers; leadership affirms that responsibility for SWD success is a collaborative effort; administration assists in scheduling; administration is consistently supportive of inclusive practices and holds all staff to high expectations.</p>
---	--------------	---

<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<p>Admin and ESE collaborate to acquire intervention materials and support general education teachers in implementation; leveled readers are accessible for all levels paper-based and otherwise differentiated materials are provided when students demonstrate needs; assistive technology acquired for students demonstrating communication, PT, OT, etc. needs; PLCs allow for collaborative instructional planning time; personnel (teacher assistants, ESE service provider, literacy coach, etc.) time allocated according to student and staff needs</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Person-first language is an expectation; example is set by administration; all teachers and staff are expected to address SWD by names, not labels.</p>
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Fully</p>	<p>Applicants are asked about experience with academic and behavior support for SWD, and differentiating instruction for students.</p>

<p>11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.</p>	<p>Fully</p>	<p>SWD participate in all field trips according to grade level assignment; adult assistance.</p>
<p>12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.</p>	<p>Fully</p>	<p>Enrichment Field Trips Adaptive schedules</p>
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>They attend recognition events with peers</p> <p>Comment: Part of the Montessori philosophy does not incorporate award programs, however we participate in all district sponsored programs.</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Administration monitors feedback from surveys/ needs assessments and in-person feedback from families (ex: SAC meetings)</p>

<p>15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<p>Administrators encourage ESE service provider, literacy coach, and team leaders to attend PD and train staff; Beginning of the year review sit down with teacher regarding their SWD's. Team Planning Data collection and review</p>
<p>16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<p>PLC UDL training Surveys In class coaching</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Partially Almost</p>	<p>Regularly scheduled PLCs are held within grade. There is an ESE teacher representative in each PLC. Grade level teachers have the same planning time.</p>

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Partially Almost	Teacher schedules meeting notes
19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Fully	Student instruction is differentiated as specified by an IEP according to documented needs.
20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Fully	CPST meetings are 1x per week; multidisciplinary team participates and literacy coach supports. School wide expectations parental involvement
21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Partially Almost	General education teachers collaborate regularly with SF; data collection tools include checklists, reading assessments (BAS), performance assessments, intervention assessments (RTI),
22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.	Fully	classroom data assessments

<p>23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p>	<p>Fully</p>	<p>Anti-bullying lessons, character education, guidance counselor supports SEL, community meetings</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Partially Almost</p>	<p>Montessori Lessons, work plans; Instruction is differentiated based on academic levels, not presentation preferences; teacher usage of visuals and modeling to supplement oral instruction is improving;</p>
<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Partially Beginning</p>	<p>Master and class schedules IEP's Observations</p>
<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Partially Beginning</p>	<p>Job descriptions Schedules</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Partially Almost	SF regularly provides consultative services on at least 2 times a month. And ESE staff attend PLC monthly meetins.
28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Almost	General education teachers play a role in developing student IEP goals; both are responsible for implementation of IEP goals and accommodations
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Our SAC team includes parents of SWD; ESE Specialist includes parents in all IEP meetings
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	SWD are included in extended learning ELO opportunities for FAST reading / math camp

<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Fully</p>	<p>Parent input is always collected and considered for students with significant academic or behavioral concerns (CPST meetings, conferences, IEP meetings, etc) Parents are encouraged to to participate in all ESE and RTI meetings</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>The School Improvement Plan is made available on the school website, at faculty meetings, and SAC meetings (BPIE is found in SIP); information is reported at district meetings as needed.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Matriculation meetings and supports are in place for students transitioning to new schools; articulation cards are updated to reflect student needs</p>

<p>34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).</p>	<p>Fully</p>	<p>Behavioral and academic supports follow students from grade to grade; ESE Specialist meets with teachers before the start of a school year to review accommodations, services, goals, etc Shadowing Matriculation meetings</p>
---	--------------	---

School BPIE Assessment Priority Indicators

VIRGINIA SHUMAN YOUNG ELEM has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.
- Indicator 26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.
- Indicator 28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.